

CHESNEE HIGH
795 South Alabama Avenue
Chesnee, South Carolina 29323

GRADES 9-12 High School

ENROLLMENT 642 Students

PRINCIPAL Thomas E. Ezell 864-461-7318

SUPERINTENDENT Dr. James O. Jennings 864-578-0128

BOARD CHAIR Mrs. Connie Smith 864-578-0128

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	16	0	0	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Good	N/A
2003	Average	Unsatisfactory	No
2004	Good	Excellent	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	76.9	N/A	N/A	77.9	N/A	N/A
Passed 1 subtest	7.7	N/A	N/A	11.7	N/A	N/A
Passed no subtests	15.4	N/A	N/A	10.4	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	95.2%	96.0%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	6.0	16.2
Seniors who met the SAT/ACT requirement	6.0	16.6
Seniors who met the grade point average	65.0	53.3

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	153	240
Number of Diplomas	103	189
Rate	67.3%	79.1%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	126	95.2	117	6.0	153	67.3	YES
Gender							
Male	57	94.7	55	5.5	76	60.5	N/A
Female	69	95.7	62	6.5	77	74.0	N/A
Racial/Ethnic Group							
White	107	96.3	100	7.0	125	68.8	N/A
African-American	16	93.8	14	0.0	23	69.6	
Asian/Pacific Islander	1	I/S	1	I/S	1	I/S	N/A
Hispanic	1	I/S	1	I/S	3	I/S	N/A
American Indian/Alaskan	1	I/S	1	I/S	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	114	98.2	109	6.4	134	75.4	N/A
Disabilities other than speech	12	66.7	8	0.0	19	10.5	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	126	95.2	117	6.0	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	3	I/S	N/A
Non-Limited English Proficient	126	95.2	117	6.0	149	68.5	N/A
Socio-Economic Status							
Subsidized meals	28	89.3	27	3.7	47	48.9	N/A
Full-pay meals	98	96.9	90	6.7	106	75.5	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	159	97.5	17.1	25.7	36.2	21.1	65.1	YES	YES
Gender									
Male	78	96.2	24.7	20.5	41.1	13.7	57.5	N/A	N/A
Female	81	98.8	10.1	30.4	31.6	27.8	72.2	N/A	N/A
Racial/Ethnic Group									
White	131	96.9	13.7	24.2	37.9	24.2	70.2	YES	YES
African-American	23	100.0	30.4	26.1	34.8	8.7	47.8	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	127	99.2	8.8	24.8	40.8	25.6	76.0	N/A	N/A
Disabled	32	90.6	55.6	29.6	14.8	N/A	14.8	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	159	97.5	17.1	25.7	36.2	21.1	65.1	N/A	N/A
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	157	97.5	16.0	26.0	36.7	21.3	66.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	53	96.2	34.0	30.0	30.0	6.0	44.0	YES	YES
Full-pay meals	106	98.1	8.8	23.5	39.2	28.4	75.5	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	159	98.1	18.3	19.6	40.5	21.6	68.6	YES	YES
Gender									
Male	78	97.4	23.0	16.2	40.5	20.3	67.6	N/A	N/A
Female	81	98.8	13.9	22.8	40.5	22.8	69.6	N/A	N/A
Racial/Ethnic Group									
White	131	97.7	14.4	18.4	42.4	24.8	73.6	YES	YES
African-American	23	100.0	34.8	26.1	30.4	8.7	43.5	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	127	99.2	9.6	20.8	43.2	26.4	77.6	N/A	N/A
Disabled	32	93.8	57.1	14.3	28.6	N/A	28.6	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	159	98.1	18.3	19.6	40.5	21.6	68.6	N/A	N/A
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	157	98.1	17.2	19.9	41.1	21.9	69.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	53	96.2	34.0	32.0	18.0	16.0	44.0	YES	YES
Full-pay meals	106	99.1	10.7	13.6	51.5	24.3	80.6	N/A	N/A

Abbreviations for Missing Data

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DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 642)				
Retention rate	10.4%	Up from 0.5%	7.6%	9.1%
Attendance rate	93.5%	Down from 93.7%	96.2%	96.0%
Eligible for gifted and talented	3.5%	Down from 7.0%	10.1%	5.8%
With disabilities other than speech	14.1%	Down from 14.4%	13.3%	12.7%
Older than usual for grade	8.1%	Down from 11.0%	7.7%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 1.5%	2.1%	1.6%
Enrolled in AP/IB programs	17.8%	Down from 19.2%	14.8%	10.2%
Successful on AP/IB exams	70.9%		51.6%	53.8%
Annual dropout rate	7.0%	Up from 6.8%	2.6%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	1.0%	3.6%
Enrollment in career/technology center courses	367	Up from 264	540	466
Students participating in worked-based experiences	2.7%	Down from 38.1%	30.5%	25.7%
Career/technology students mastering core competencies	88.1%	Up from 85.3%	78.1%	77.7%
Career/technology completers placed	100.0%	No change	100.0%	99.3%
Teachers (n= 36)				
Teachers with advanced degrees	52.8%	Up from 52.5%	57.5%	52.0%
Continuing contract teachers	80.6%	Up from 77.5%	83.6%	82.1%
Highly qualified teachers**	89.7%	N/A	91.4%	89.5%
Teachers with emergency or provisional certificates	0.0%		6.8%	8.6%
Teachers returning from previous year	89.0%	Up from 88.9%	88.5%	86.2%
Teacher attendance rate	94.9%	Up from 94.0%	95.8%	95.3%
Average teacher salary	\$41,505	Up 2.7%	\$41,498	\$41,060
Prof. development days/teacher	9.4 days	Up from 8.0 days	10.4 days	10.6 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	3.0
Student-teacher ratio in core subjects	31.0 to 1	Up from 29.6 to 1	29.0 to 1	26.4 to 1
Prime instructional time	87.3%	Up from 86.0%	90.8%	90.0%
Dollars spent per pupil*	\$5,849	Down 4.6%	\$6,156	\$6,310
Percent of expenditures for teacher salaries*	52.7%	Down from 52.8%	58.3%	57.9%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	62.9%	Down from 91.5%	89.8%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	95.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Chesnee High School experienced tremendous success during the 2003-2004 school year. We continued to focus on the academic goals set forth in our strategic plan. The school intensified efforts to increase the first-attempt passing rate for the reading, writing, and math portions of the exit exam. Students targeted for academic assistance based on previous standardized test results received tutorial sessions weekly in the areas where deficiencies existed. Teachers incorporated basic skill exercises, test-taking strategies, and tutorial assistance into English and math lesson plans. Teachers worked together and with departments to make sure all of the state standards were being addressed in the appropriate courses and at the appropriate time in each student's educational career. Emphasis was also placed on end of course testing this year. EOC tests were given in Algebra I and Math Tech II that counted 20% of the student's final grade. EOC tests were also administered in English and Science, but did not count on the student's grade this year. We also started a dual credit class with Spartanburg Technical College in Computer System Technology. All students in this course were successful in receiving college credit.

SAT and ACT skills and strategies were incorporated into every curriculum area allowing students to experience the content and the format of both the SAT and the ACT. SAT and ACT verbal and math tutoring sessions were conducted for students prior to each administration of these tests. All tenth grade students took the PSAT and the PLAN, which are the preliminary SAT and ACT. The students received counseling regarding the results of each test and advice about which college entrance exam would be more compatible with their test-taking strengths. The HSAP test was also administered for the first time this year.

One of the challenges we face is one faced by many schools in South Carolina. We have an increasing student population and limited space for classrooms and activities that accompany the growth. Several teachers are housed in portable classrooms or have no permanent classroom; therefore, they move from room to room throughout the day. These challenges are being addressed through our district's long-range building plan. As a result of our efforts, Chesnee High School expects to improve our exit exam passing rate, college entrance exam scores, graduation rate, and the preparation of our students for post-secondary education and careers.

Thomas E. Ezell, Principal
Carol Powell, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	105	21
Percent satisfied with learning environment	95.0%	78.1%	85.7%
Percent satisfied with social and physical environment	95.1%	79.0%	85.0%
Percent satisfied with home-school relations	87.5%	82.9%	70.0%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.